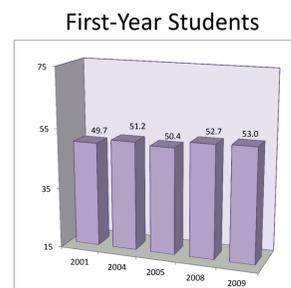


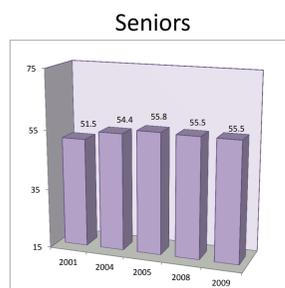
ARE UMBC STUDENTS ENGAGED?

National Survey of Student Engagement Benchmark Report

Level of Academic Challenge (LAC)-Students learn more when they are intensely involved in their education and asked to think about what they are learning in different settings. Collaborating with others in solving problems or mastering difficult material prepares students for the messy, unscripted problems they will encounter daily during and after college.



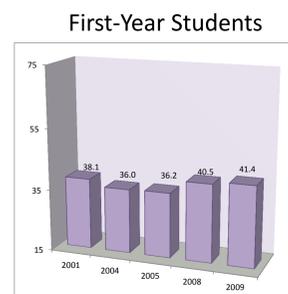
Peer Comparison 2009
Sci-Tech 53.6
NSSE 53.7



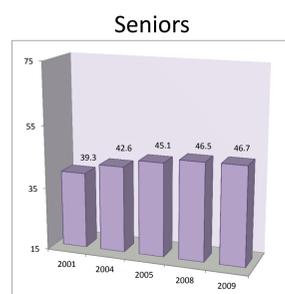
Peer Comparison 2009
Sci-Tech 56.4
NSSE 57.0

Benchmark Items	First-Year Students		Seniors	
	FY-2009	% Change 2001 to 2009	SR-2009	% Change 2001 to 2009
• Working harder than you thought you could to meet an instructor's standards or expectations	2.56	3.83%	2.59	-4.14%
• Coursework emphasizes: Analysis of the basic elements of an idea, experience or theory	3.19	5.98%	3.27	1.51%
• Coursework emphasizes: Synthesis and organizing of ideas, information, or experiences into new, more complex interpretations and relationships	2.97	6.07%	3.04	3.27%
• Coursework emphasizes: Making of judgments about the value of information, arguments, or methods	2.88	10.30%	2.91	7.72%
• Coursework emphasizes: Applying theories or concepts to practical problems or in new situations	3.12	4.55%	3.15	1.25%
• Number of assigned textbooks, books, or book-length packs of course readings	3.18	1.85%	3.04	-4.11%
• Number of written papers or reports of 20 pages or more	1.27	10.83%	1.59	18.37%
• Number of written papers or reports between 5 and 19 pages	2.01	-3.34%	2.43	3.22%
• Number of written papers or reports of fewer than 5 pages	2.77	4.67%	2.82	10.82%
• Preparing for class (studying, reading, writing, doing homework or lab work, etc. related to academic program)	4.42	4.03%	4.38	4.06%
• Campus environment emphasizes: Spending significant amount of time studying and on academic work.	3.40	1.42%	3.38	5.45%

Active and Collaborative Learning (ACL)-Students learn more when they are intensely involved in their education and asked to think about what they are learning in different settings. Collaborating with others in solving problems or mastering difficult material prepares students for the messy, unscripted problems they will encounter daily during and after college.



Peer Comparison 2009
Sci-Tech 41.6
NSSE 43.2

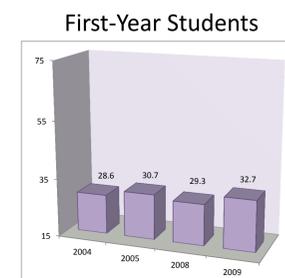


Peer Comparison 2009
Sci-Tech 49.0
NSSE 51.0

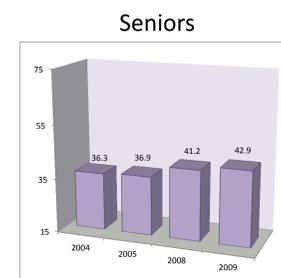
Benchmark Items	First-Year Students		Seniors	
	FY-2009	% Change 2001 to 2009	SR-2009	% Change 2001 to 2009
• Asked questions in class or contributed to class discussions	2.67	3.61%	2.94	7.97%
• Made a class presentation	1.90	10.32%	2.50	9.36%
• Worked with other students on projects during class	2.46	6.65%	2.43	-1.69%
• Worked with classmates outside of class to prepare class assignments	2.51	9.74%	2.67	9.58%
• Tutored or taught other students (paid or voluntary)	1.87	5.49%	1.88	13.75%
• Participated in a community-based project (e.g., service learning) as part of a regular course	1.48	6.33%	1.48	8.11%
• Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	2.80	1.18%	2.85	6.39%

Full NSSE reports available at www.umbc.edu/oir/Reports/reports.html

Enriching Educational Experiences (EEE)-Complementary learning opportunities enhance academic programs. Diversity experiences teach students valuable things about themselves and others. Technology facilitates collaboration between peers and instructors. Internships, community service, and senior capstone courses provide opportunities to integrate and apply knowledge.



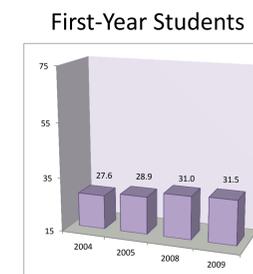
Peer Comparison 2009
Sci-Tech 30.0
NSSE 28.0



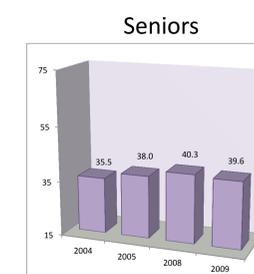
Peer Comparison 2009
Sci-Tech 43.9
NSSE 40.8

Benchmark Items	First-Year Students		Seniors	
	FY-2009	% Change 2001 to 2009	SR-2009	% Change 2001 to 2009
• Using electronic medium (e.g., listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	2.89	10.32%	2.88	11.12%
• Serious conversations with students of a different race or ethnicity than your own	3.11	0.26%	3.04	0.17%
• Serious conversations with students of different religious beliefs, political opinions, or personal values	3.04	-2.14%	2.96	1.58%
• Practicum, internship, field experience, co-op experience, or clinical assignment	.14	N/A	.60	N/A
• Community service or volunteer work	.32	N/A	.53	N/A
• Participate in a learning community or some other formal program where groups of students take two or more classes together	.20	N/A	.21	N/A
• Foreign language coursework	.27	N/A	.65	N/A
• Study abroad	.03	N/A	.14	N/A
• Independent study or self-designed major	.03	N/A	.13	N/A
• Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	.02	N/A	.20	N/A
• Participating in co-curricular activities (organizations, campus publications, student government, social fraternity or sorority, etc.)	2.35	14.53%	2.04	11.10%
• Campus environment encouraging contact among students from different economic, social, and racial or ethnic backgrounds	3.14	6.70%	2.76	9.72%

Student-Faculty Interaction (SFI) -Students learn firsthand how experts think about and solve practical problems by interacting with faculty members inside and outside the classroom. As a result, their teachers become role models, mentors, and guides for continuous, life-long learning.



Peer Comparison 2009
Sci-Tech 31.2
NSSE 34.7



Peer Comparison 2009
Sci-Tech 40.4
NSSE 42.0

Benchmark Items	First-Year Students		Seniors	
	FY-2009	% Change 2001 to 2009	SR-2009	% Change 2001 to 2009
• Discussed grades or assignments with an instructor	2.45	5.36%	2.72	4.29%
• Talked about career plans with a faculty member or advisor	2.17	14.44%	2.37	19.54%
• Discussed ideas from your readings or classes with faculty members outside of class	1.79	9.66%	1.98	13.51%
• Worked with faculty members on activities other than coursework (committees, orientation, student-life activities, etc.)	1.58	8.92%	1.70	20.76
• Received prompt written or oral feedback from faculty on your academic performance	2.49	0.87%	2.57	4.64%
• Worked on a research project with a faculty member outside of course or program requirements	.05	n/a	.26	n/a